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ANALYTIC SUMMARY

Mathias DECUYPERE and Maarten SIMONS
ON THE CRITICAL POTENTIAL OF SOCIOMATERIAL APPROACHES IN EDUCATION

This paper has as central argument that the recently emerging sociomaterial approach to education has an inherently critical potential, but that this capacity is not yet fully deployed and explored in educational studies. In order to make this argument, this paper starts, first, with a concise description of representationalist versus relational thinking, and argues that sociomaterial studies have to be situated in the latter current. Consequently, the role of critique that is largely upheld in representationalist thinking –that is, a role primarily directed at debunking and unveiling– needs to be rethought. In order to reconceive this role, the paper secondly elaborates upon the key characteristics of sociomaterial studies in education in order to show such relational thinking takes shape in and during the conduct of sociomaterial research. These characteristics are crucial in order to fully apprehend the critical prospect of sociomaterial approaches in education. The role of critique, then, amounts to an engaged attitude vis-à-vis the practices under investigation, and more particularly points to critical creativity as offering some horizons of change.

Key words: educational research; sociomaterial approaches; critique; relations.

Ignacio CALDERÓN ALMENDROS, Juan Miguel CALDERÓN ALMENDROS and María Teresa RASCÓN GÓMEZ
FROM IDENTITY OF BEING TO PEDAGOGY OF DIFFERENCE

Multiple definitions about human beings promise to find what is in common in humans and generalize to the whole mankind. This issue is rooted in the principle of identity, and it has a great impact on the mind set where are settled the educational sciences. The challenge to this principle of identity allows making room for conflict in the pedagogical discourse and questions some of the bases that sustain the analysis of diversity and its educational attention. This article aims to reflect

why we do define human beings homogenising them, in the place of think them in their differences.

Key words: identity; diversity; difference; philosophy of education.

Deliberative democracy represents one of the most relevant political theories and it has acquired a growing importance within political debates and practices. However it presents some crucial problems in relation to the very high standards of rationality required to citizens for the deliberative process, in particular regarding the problem of public ignorance and the capabilities' deficit. Amid these problems this article argues in favour of the necessity of education to political life as an unavoidable precondition for deliberative democracy. Since the theory is mainly concerned with the participation of adults within society, the task of offering possible solutions to these questions evidently stands on the shoulders of university education. The article calls for a fundamental ethical and social role of university within society without which the gap between the abstract theory of deliberative democracy and its real practices would determine its complete rejection and any form of democratic participation would ultimately be meaningless, if not dangerous.

Key words: deliberative democracy; rationality; education; university; society.

In this paper we start with the approach of the new LOMCE in order to go back to the philosophical justification of each ethical value that we believe should be addressed in education as its backbones. First, we focus on some contradictions in the new LOMCE. Later, we explore the philosophical foundation of ethical values in education. We propose the hermeneutical approach to unravel the ethical values. In the third and most extensive section we delve into the philosophical basis of different ethical values on which we believe education should be based resulting in civic education and the full development of the human personality, according to the Spanish Constitution and Human Rights Declaration.

Key words: education; ethical values; citizenship; critical hermeneutics; LOMCE.

María José Hernández Serrano, Gabriel Parra Nieto and María Dolores Pérez Grande
Young and adult students prioritization of values in the context of economic crisis
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Changing of values in the postmodern society rekindle the recurring debate about a possible generational gap between young and adult people. Postmodernism, the increasing individualism and relativism, as constants in advanced current societies contrast with the needs posed by the economic crisis and the reformulation of value priorities. Under this context, we question whether the global crisis is homogenizing the values prioritized by the two generations, since both may have been influenced by a context of increased scarcity and insecurity. The aim of this study is to compare the similarities and differences in the appreciation of the values of both cohorts, according to RVS scale (Rokeach). Results found considerable similarities in the basic values that prioritize both cohorts. However, a higher rate of postmodernism is also evidenced in the young cohort, as they showed a greater values plurality and diversification towards more individualistic and intrapersonal values.

Key words: values; postmodernism; economic crisis; college students; adult students.

José Antonio Jordán Sierra and Jessica Jeannette Arriagada Vidal
The pedagogical responsibility of the teachers of special education: An investigation from the «fh» method of Max van Manen
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This paper shows, by means of a synthetic form, an investigation conducted by the authors about of the most essential of the pedagogical responsability of the most implied teachers of special education in their educational relation with their students with intellectual disability. The 30 teachers who were chosen to take part in such research were both from Catalonia and from Chile. The methodology used in this investigation has been little applied –until our days– in Spain and in Latin America: it is the «phenomenological-hermeneutic method», as it is conceived and applied by the well-known pedagogue, Max van Manen. After the theoretical frame and the description of the applied methodology, instead of the «analyses of results» and of «the conclusions» of a more conventional research, we have shown a selective and significant sample of the phenomenological text, and this one has a mission: to extract to the light the essential findings of the phenomenon studied in this case in an evocative and formative way.

Key words: pedagogical responsibility; special education; phenomenological-hermeneutical method; phenomenological text.

Marta Ruiz-Corbella and María José Bautista-Cerro Ruiz
University's social responsibility at Spanish universities
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A review of the University's Social Responsibility is introduced, an implementation of corporate social responsibility to the specifics of the institutions of higher education. Once the advisability and content of this concept is defined, 4 key areas in higher education are reviewed: training, research, management and social participation, based on performance indicators. With a descriptive study, the inclusion of USR in the training offering of Spanish universities is analyzed, its scientific output in this field, and its integration to university management. The conclusion is that, despite the relevance and initial interest from the government teams of these institutions, this is yet a not consolidated topic, although a constant improvement maintained over the years is perceived, with significant differences between the areas of the USR. Implementing it in our universities, along with an evaluation model, will become a key factor for the universities, as a sign of its capacity to respond to society.

Key words: universities; social responsibility; Spain.

María del Carmen Rodríguez Méndez, José Vicente Peña Calvo and Omar García Pérez
Gender differences in academic decisions of high school students who choose scientific-technological subjets: a qualitative study
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The current paper analyses parents', teachers' and students' opinions about the academic decisions. A qualitative methodology based on focus groups has been used. There have been developed five focus groups with students who are studying Scientific/Technological Senior Secondary Education in Asturias (Spain), six focus groups with teachers and two with parents. Results show that there still exist gender bias in the elections. Moreover, the most important reason to explain students' options is what we have called «the ideology of innate liking» that is, preferring the studies because they like them or because they feel a vocation towards them. The paper ends with some recommendations to develop a vocational counselling free form gender stereotypes.

Key words: secondary education; educational guidance; gender; choice of studies; content analysis.

Sergio Urueña López
LEVELS OF INTEGRATION OF ICT IN THE CURRICULUM: A THEORETICAL APPROACH

The principal aim of this paper is to analyze from a theoretical point of view the triple dimension that implies the full integration of Information and Communications Technologies (ICT) in the curriculum. The first level refers to the incorporation of ICT as didactic tools to support teaching practice. The second one alludes to the incorporation of ICT as a means for promote an efficient use of it. The third one suggests the incorporation of ICT as objects of critical analysis and knowledge. The last two mentioned dimensions –the most unnoticed but certainly not the least important– are essential for promoting critical citizens with the capacity to take reasonable and informed decisions regarding the assessment, design, monitoring and implementation of the new technologies.

Key words: ICT; education; technological education; digital competence; technological ethos.